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Action

Professional Services Committee

Program Approval and Initial Institutional Approval

Executive Summary: This agenda item presents six single subject matter programs and two induction programs for program approval.

Recommended Action: That the Commission approve the six single subject matter programs and two induction programs.

Presenter: Helen Hawley, Consultant, and Teri Clark, Administrator, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

August 2008

Program Approval and Initial Institutional Approval

Introduction

This agenda item presents six single subject matter programs submitted by institutions of higher education for single subject matter program approval and three induction programs submitted by local education agencies for induction program approval.

Recommendation for Approval of Single Subject Matter Programs

Background

The Commission regularly receives recommendations for program approval from single subject matter review panels. These panels of subject matter experts review all program documentation and make an informed determination as to whether the program meets the standards common to all subject matter programs and the content specific subject matter standards. The content specific subject matter standards are closely aligned to the K-12 academic content standards. These subject matter programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, they may be completed concurrently with teacher preparation programs.

Subject Matter Program Review Procedures

Following are the general procedures for the review of subject matter programs:

1. Technical Assistance – After the Commission adopts a set of new program standards, Commission staff members provide technical assistance to prospective program sponsors wishing to submit responses to the new standards. Technical assistance materials are provided on the Commission’s website. Staff members train, assign, and coordinate review team work.
2. Preconditions Review – After the program proposal is received, Commission staff review the sponsor’s response to the preconditions. The preconditions are based on both state laws and Commission policies, and address minimum unit and content area requirements. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions.
3. Program Review – The program sponsor’s responses to the Commission’s subject matter program standards are reviewed by a team of two or more subject matter educators to determine if the program meets the program standards, including the subject matter requirements (SMRs). The SMRs are the content knowledge required to be covered in the program and are aligned to the K-12 content standards that the candidate will be expected to know. The reviewers are trained

in the alignment of the standards and subject matter requirements and in the review process before they are assigned proposals to review. Reviewers are instructed to find explicit evidence that programs not only align with K-12 content standards but also introduce their candidates to those standards within the context of their subject matter studies. The team must reach consensus that each standard is met based upon evidence provided in the document. If the program does not meet the standards, the sponsor is given an explanation of the findings. The sponsor may then submit the additional information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission's adopted subject matter program standards, the program is recommended to the Commission for approval.

4. After subject matter program approval is granted by the Commission, the institution may accept candidates in the approved subject matter program. Graduates of a Commission approved single subject matter preparation program meet the Commission's subject matter requirement and are not required to take the subject matter examination (CSET).

This report presents six single subject matter programs which have been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Single Subject Matter Preparation Programs* (www.ctc.ca.gov/educator-prep/STDS-subject-matter.html) by the appropriate review panel and are recommended to the Commission for approval. These six programs are:

California State University, Northridge:	Physical Education
California State University, Dominguez Hills:	Music
California State University, San Bernardino:	Physical Education
California State Polytechnic University, Pomona:	English
Azusa Pacific University:	LOTE: Spanish
Azusa Pacific University:	Physical Education

Summary Information on the Single Subject Matter Programs

California State University, Northridge: Physical Education

In the Physical Education Subject Matter Program (PESMP) at California State University, Northridge (CSUN), faculty have a clear focus to educate and inspire students to gain a comprehensive understanding and appreciation of human movement for personal expression and wellness in themselves, their future pupils and the communities they will serve. The CSUN Physical Education Subject Matter Program purpose states that "Physical Education prepares professionals capable of delivering diverse programs that promote self-directed, responsible, physically active lifestyles in school-aged children and youth in urban settings across the state and region." The program's philosophy is based on an integrated approach to the teaching, learning and application of human movement. A commitment to community needs helps faculty and students focus on the needs of a diverse population of pupils. Candidates are provided with a strong foundation in:

- Philosophy of Human Movement;
- Various modes of inquiry and discovery in areas related to the biological, physical, behavioral and social sciences and humanities;
- Movement in its many diverse forms for personal expression and wellness through the lifespan;
- Human movement and exercise appropriate for diverse populations across the lifespan; and
- Human movement and the quality of life. Students graduating from the department of Kinesiology in Physical Education will be able to serve as a change agent for the promotion of positive lifestyle choices for learners in urban settings. Each student will be informed with a strong, rigorous academic foundation.

CSUN's Physical Education Subject Matter Program conforms to the subject matter standards of the CTC, which are aligned with the *Physical Education Model Content Standards for California Public Schools* and *Physical Education Curriculum Framework*. Kinesiology physical education majors have required courses in three themes, coinciding with the State-adopted academic content standards for K-12 students: sport skills (including self-defense/martial arts), fitness and dance. Students graduating from the subject matter program will be able to:

- Demonstrate an understanding of the integrated nature and process within Kinesiology;
- Effectively integrate and apply kinesiology principles across diverse settings and populations to enhance the quality of life;
- Integrate and apply technological innovation and application for the understanding and enhancement of human movement;
- Successfully implement the acquired knowledge and skills that encourage adoption and application of human movement;
- Apply effective communication skills for the encouragement and adaptation of healthy lifestyles;
- Demonstrate the ability to think critically and reflectively about issues and concerns related to the study and application of human movement; and
- Demonstrate commitment to professional growth.

California State University, Dominguez Hills: Music

Prospective music teachers at California State University, Dominguez Hills (CSUDH) receive a thorough grounding in the core concepts of performance, musicianship, and the historical and cultural context of music through the music core, including the study of music theory, music history, musicianship, conducting, instrumentation, applied music, and ensemble performance. Content-specific methods classes in woodwinds, brass, strings, percussion, marching band, instrumental music and choir round out this rigorous curriculum. Successful candidates in the CSUDH Music Subject Matter Preparation Program are expected to know the subject matter that they plan to teach and to be able to explain important principles and concepts as delineated in professional, state and institutional standards. Successful candidates are expected to pursue excellence in their education, developing skills in life-long learning and scholarship that will enhance their teaching, personal musicianship, theoretical and aural skills, historical perspectives, and creative pedagogy. It is expected that by the completion of the program, all candidates will have developed competencies that will enable them to teach K-12 music classes. Candidates are expected to demonstrate competency in:

- The National and State music curriculum standards and frameworks;
- The appropriate application of human intelligence and child development theories;
- Using a variety of sequenced classroom/rehearsal strategies, techniques, and materials that will result in meaningful music learning in elementary and secondary classes for diverse populations of student learners;
- Using technology to enhance learning;
- Assessing student learning;
- Building a positive and appropriate rapport with students; and
- Working with the many components of the diverse California student population and teaching environments (including both special needs and the gifted and artistically talented student).

Successful candidates are able to demonstrate:

- Understanding of the elements and principles of music;
- Development of aesthetic and cultural literacy, enhanced by a knowledge of a wide spectrum of literature from Euro-American and world music traditions;
- Understanding of how the discipline of music enriches other subjects;
- Musically sensitive and technically proficient skill in performance on a primary instrument, keyboard, composition, arranging, improvisation and conducting; and
- The ability to promote creative, critical and analytical thinking and to assess the skills cited above.

Significant oral and written communication is required across the music curriculum. Technology, including the various uses of the internet for communication and research and discipline specific software applications (e.g. music printing, sequencing, musicianship training), is used across the music education option curriculum. Prospective music teachers are required to demonstrate success in performance classes each semester through public concerts, and individual juries that are reviewed by all Music Department faculty.

California State University, San Bernardino: Physical Education

The pedagogy concentration in the California State University, San Bernardino (CSUSB) Kinesiology major is designed specifically to prepare students to teach physical education in the California public school setting. The primary purpose of the undergraduate program is to provide a foundation of interdisciplinary and academic studies capped by rigorous academic coursework in physical education. The program goal is to establish a tradition of excellence in developing independent, critical thinkers who possess a broad-based education, with an in-depth understanding of Kinesiology. The pedagogy concentration addresses the necessary outcomes to prepare future professionals for effective teaching in the diverse settings of California schools. The Physical Education Subject Matter Program prepares teacher candidates to be able to:

- Use theoretical and scientific bases of human movement to design, select, and modify physical activities that reflect students' developmental characteristics and individual differences;
- Develop, analyze, and assess fundamental motor skills and patterns for developmentally appropriate activities;
- Select and create cooperative and competitive activities that promote trust building, problem solving, collaboration, leadership, and strategic planning;

- Design health-related physical and motor fitness programs of exercise and activities based on sound physiological and fitness training principles for all students;
- Identify and assess factors of performance, gender, age, special populations and the environment as they relate to physical performance;
- Relate human behavior to learning and performing a variety of motor skills and patterns including fitness testing in youth;
- Apply knowledge of the sociological, psychological and cultural dimensions of physical education to select and develop activities and approaches that promote development of positive personal and social behaviors;
- Use knowledge of historical and cultural influences on games, sports, dance, and other physical activities to enhance their students' awareness and appreciation of cultural and artistic diversity, the role of movement in society, and the use of physical activity for enjoyment and self-expression;
- Use assessment and evaluation principles and procedures to collect, analyze, interpret, and summarize assessment data; and
- Integrate knowledge among the sub-fields (from exercise physiology to motor control and skilled learning) of kinesiology, as well as other subject areas in the public school curriculum.

The philosophy, curriculum and professional practice offered in the pedagogy concentration is consistent with the *Physical Education Model Content Standards for California Public Schools* and *Physical Education Curriculum Framework*. Candidate achievement is evaluated formatively and summatively throughout the program. Candidates experience a systematically planned sequence of professional preparation course work designed to establish a foundation for teaching diverse groups of children in California public schools.

California State Polytechnic University, Pomona: English

The California State Polytechnic University, Pomona English Subject Matter Program statement of program philosophy delineates that students must show mastery in "literature, textual analysis, language, linguistics, literacy, composition, rhetoric and communications," essential for teaching language arts in the public schools. The program philosophy demonstrates a strong understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to students in California schools. It gives strong attention to the five areas of emphasis in the content standards (critical reading and writing, written and oral English language conventions, and listening and speaking) in coursework which addresses critical issues related to California secondary students in English classes. All of this preparation for "prospective teachers" is done self-reflectively, including a field experience in a secondary English classroom. Students graduate from the program with the foundation necessary to launch careers in teaching as well as to continue to develop richer, more complex, and more comprehensive pedagogy that will enable them to become teacher leaders.

Candidate outcomes for the program are defined as follows:

- Analyze selected texts from American, English, and World Literatures, with regard to national and historical context, form, genre and content;
- Compare the modern texts to predecessors in American, English, and World literatures, recognizing how earlier narratives shape later ones;

- Demonstrate understanding of the influence of cognitive factors on language acquisition through analysis in writing and observation in a secondary classroom;
- Demonstrate understanding of the metacognitive strategies for making meaning of text through critical reading;
- Understand the writing processes in the individual and collective sense
- Use rhetorical strategies in written, oral, and multimedia presentations that show a clear sense of audience, purpose, and context;
- Demonstrate a pedagogical sense of rhetoric in an oral presentation; and
- Demonstrate understanding of and skill in the process of dramatic performance and creative writing.

The English Program culminates in an assessment seminar, incorporating opportunities for both formative and summative assessment. In this course candidates analyze and discuss key texts, keep a reading response journal, engage in field observations, prepare a portfolio of their best work in English and related courses, and present a model lesson.

Azusa Pacific University: Languages Other Than English: Spanish

The Azusa Pacific University Spanish Language program philosophy of the Single Subject Credential in Spanish is consistent with the *Foreign Language Framework for California Public Schools* in that the program goal is to provide the training and experience necessary for the teacher candidate to qualify for the credential. The design of the program is based on the major elements of the curriculum framework, using the same strands for learning (reading, writing, speaking and listening). The depth and breadth of the required subject matter courses are categorized under the headings of Language, Civilization and Culture, Literature, Applied Linguistics, Subject Matter Competency Course and Integration Course. The program philosophy underscores the importance of rigorous intellectual preparation, broad social and cultural awareness, appreciation for diversity, along with the pedagogical training and early public classroom experience, that prospective teachers need in order to be effective in delivering academic content to all students in California schools. Candidates are expected to achieve the following outcomes for completion of the program:

- Advanced level of proficiency in the Spanish language in its four basic components: listening, reading, speaking, and writing;
- Sensitivity and appreciation for the cultures of the Spanish-speaking world, as well as competent functioning within these cultures;
- Skills to be able to search for and find data from unaccustomed bodies of information through the use of their knowledge of Spanish;
- Adequate competence for expressing intelligent and coherent opinions and observations about the literature produced in the Hispanic world;
- Ability to evaluate diverse curricula of foreign language instruction and assess its validity for utilization in California Schools;
- Confidence and poise born out of self-assurance gained through their mastery of the Spanish language to function personally and professionally in bilingual settings; and
- A working knowledge of applied linguistics and the science of language and language acquisition.

The Program's faculty model appropriate and effective teaching strategies for candidates in the Spanish courses. Built into the course requirements is a study abroad experience where the teacher candidates' previous learning can be reinforced in a natural cultural lab even as new learning is acquired. Candidates demonstrate language competency in listening, reading, speaking and writing through responses, reports, presentations, research and literary analysis.

Azusa Pacific University: Physical Education

The Azusa Pacific University Physical Education Subject Matter Program prepares students to be physical education teachers by providing academically rigorous courses, beginning with skill acquisition and a strong foundation in the sciences, and moving toward pedagogy and advanced principles in the discipline. Courses are designed and assessed based on the *Physical Education Model Content Standards for California Public Schools* and *Physical Education Curriculum Framework*, National Association of Sports & Physical Education (NASPE), and American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) standards for physical education teachers. Learning objectives have been developed to frame the overall curriculum. Upon completion of the physical education program, candidates will be able to:

- Evaluate and correct body position and movements for various sports and activities utilizing basic anatomical, physiological, and kinesiological principles;
- Proficiently teach developmentally appropriate movement skills utilizing a variety of sports and activities;
- Teach and model various pedagogy techniques and methods of classroom management in physical education lessons for elementary and secondary programs;
- Develop an understanding of diverse cultures and ethnic groups by engaging in and teaching alternative games and activities that promote life-long exercise habits; and
- Demonstrate comprehension of risk management and liability specifically related to physical education and sport, including the basics of injury prevention and treatment.

The Single-Subject program in Physical Education emphasizes communication in both written and oral form, the use of multiple technologies, the acquisition of appropriate skills, and the ability to combine and synthesize information from a diversity of sources and individuals. Most of the required courses in the program include field experiences at elementary, middle and secondary grade levels, providing candidates with multiple opportunities to evaluate teaching as a career choice.

Recommendation for Approval of Professional Teacher Induction Programs

Background

Passage of SB 2042 (Alpert/Mazzoni, Chap. 548, Stats. of 1998) resulted in significant reforms in California's teacher preparation and credentialing system designed to improve the preparation of K-12 teacher candidates. One of the most notable changes was the creation of a two-tiered teaching credential that established the completion of a standards-based induction program as a path toward the Clear Credential for the Multiple and Single Subject credentials.

As a result, the California Commission on Teacher Credentialing adopted the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* in March 2002. These standards established the expectations of the Commission, the California State Board of

Education, and the state Superintendent of Public Instruction for the Beginning Teacher Support and Assessment (BTSA) induction programs and alternative induction programs sponsored by a college or university. The California Commission on Teacher Credentialing and the California Department of Education jointly administer the BTSA Induction Program. The two agencies continue to work collaboratively through a single review process for programs submitting documentation for initial approval as a professional program of teacher induction under SB 2042.

Induction Program Review Procedures

Following are the general procedures for the review of new Induction Programs:

1. Technical Assistance - Working together, Commission staff members, California Department of Education Staff, and BTSA Induction Cluster Regional Directors provide direct technical assistance to program sponsors wishing to submit documents in response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. Technical assistance is provided through meetings with program sponsors to provide initial information on responding to the standards as well as ongoing meetings and communications via e-mail, telephone calls, and conference calls to provide assistance to the program sponsors during the writing process.
2. Program Review - The program review process for each response to the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* is a collaborative review process by Professional Services Division staff, California Department of Education staff, BTSA Induction Cluster Region Directors, and trained external induction program experts. Professional Services Division staff works with the program during the review period, communicating with them the findings from the review of their program proposals, and providing technical assistance as needed to assist the program as it responds to reviewer feedback and requests for information.

Induction Program Submitted for Consideration

This report presents the Los Banos Unified School District Professional Beginning Teacher Support and Assessment Induction Program and the Visalia Unified School District BTSA Induction Program which have been deemed to have met all of the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* (<http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf>) by the appropriate review panel and, as such, are recommended to the Commission for approval.

Summary Information on the Professional Teacher Induction Programs Recommended for Approval

The Los Banos Unified School District is composed of approximately 9,000 K-12 students. From 2000-2008, district enrollment growth has averaged 3.89% per year. The District is comprised of seven elementary schools, one junior high school (grades 7-8), one comprehensive high school, one alternative high school, and one community day school. Seventy percent of the student population of Los Banos is of Hispanic origin with 38% English learners.

The Los Banos Unified School District employs approximately 575 certificated employees. For the 2007-2008 school year, the District hired 72 new teachers. Approximately 25 positions were open due to increase in enrollment, teacher retirement, and teachers leaving Los Banos Unified School District to teach in other districts. This high turnover of teachers was a major factor in Los Banos Unified School District's decision to no longer work in an Induction program consortium but to apply as a single district induction program that would better serve the needs of its new teachers.

The Los Banos Unified School District Professional BTSA Induction Program has established partnerships with California State University, Stanislaus and with the University of California, Santa Cruz to utilize the New Teacher Center Formative Assessment System. The Los Banos Unified School District BTSA Induction Program has also established collegial partnerships with other BTSA Induction Programs including: Stanislaus County Office of Education, Merced County of Education, Dos Palos Unified School District, Merced Union School District, San Joaquin County Office of Education, Modesto City School District, Lodi Unified School District, and Stockton Unified School District. The Los Banos BTSA Induction program proposes to begin implementation for the 2008-2009 school year with approximately 40 participating teachers.

Visalia Unified School District Professional Beginning Teacher Support and Assessment Induction Program is a single district program. The Visalia Unified School District (VUSD) is the largest school district in Tulare County. VUSD serves approximately 26,100 students and employs approximately 1,200 teachers.

VUSD has twenty-four elementary schools, four middle schools, four comprehensive high schools, one continuation high school, one independent study high school and one charter high school. All of the district's schools operate on a traditional school year calendar. VUSD continues to experience growth and has averaged 35-40 new teachers each year who require a BTSA Induction Program.

The Visalia Unified School District Professional BTSA Induction Program will coordinate and communicate information with various stakeholder groups. VUSD has established partnerships with the following institutes of higher education (IHE): California State University, Fresno; Fresno Pacific University; and Chapman University. Collaboration also occurs with the statewide BTSA Induction network, which includes other local and statewide BTSA induction programs.

VUSD had an approved Professional BTSA Induction Program in October 2003. Shortly afterward, the district decided to partner with the Tulare County Office of Education's Professional BTSA Induction Consortium Program and has been part of their consortium for the last 5 years. VUSD plans to have its current Year 1 Participating Teachers complete their Year 2 Induction Program with the Tulare County Induction Consortium in 2008-2009. During the 2008-09 school year, the Visalia Unified Professional BTSA Induction Program will serve approximately 30-35 Year 1 Participating Teachers. VUSD will utilize the California Formative Assessment and Support System (CFASST), which will guide and inform participating teachers in collaboration with a support provider.

Recommendations

Single Subject Matter Programs

Staff recommends approval of the following single subject matter programs at the following institutions:

California State University, Northridge:	Physical Education
California State University, Dominguez Hills:	Music
California State University, San Bernardino:	Physical Education
California State Polytechnic University, Pomona:	English
Azusa Pacific University:	LOTE: Spanish
Azusa Pacific University:	Physical Education

Based on the satisfactory review of responses to the appropriate *Standards of Quality and Effectiveness for Subject Matter Programs*, these sponsors meet the requirements for approval. Granting program approval to the program sponsors will allow the institutions to begin operation of the respective SB 2042 single subject matter programs.

Induction Programs

Staff recommends approval of the following Professional BTSA Induction Programs sponsored by the following local education agencies:

- Los Banos Unified School District Professional Beginning Teacher Support and Assessment Induction Program
- Visalia Unified School District BTSA Induction Program

Based on the satisfactory review of responses to the appropriate *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*, the sponsors meet the requirements for approval. Granting program approval to the program sponsors will allow the institutions to begin operation of the respective BTSA Induction programs.